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ABSTRACT

In spring 1992, a community survey was conducted by Johnson County Community College (JCCC) in Overland Park, Kansas, to assess residents' opinions and perceptions about the college. A stratified random sample of 800 Johnson County adults was contacted by telephone, of whom 524 provided completed interviews for a 79% response rate. A total of 137 residents refused to be interviewed, while an additional 139 indicated that they were not familiar enough with the college to participate. Study results included the following: (1) 60% of the respondents were male, 80% were married, and over 50% had earned a bachelor's degree or higher; (2) over 55% of the respondents had been on the JCCC campus within the past year; (3) 94% of the respondents agreed that JCCC was a source of community pride, 89% felt that the college provided adequate programs and services, and 91% felt that the college charged reasonable tuition fees, up from 63% in 1987; (4) over 90% of residents interviewed were aware of JCCC's transfer function and 80% knew of JCCC's vocational education function, though less than 40% were aware of the college's work to promote economic development and support businesses; (5) of the 12 functions in JCCC's mission statement, the following five: transfer, job skills, lifetime learning, support services, and special needs were considered among the most important by respondents; (6) 92% of the respondents were willing to recommend JCCC to a friend, and over 85% rated the college as "good" or "excellent"; and (7) 49% of the respondents indicated that they would support expansion of the institution through a property tax increase. Detailed data tables and selected verbatim narrative responses are included. (PAA)

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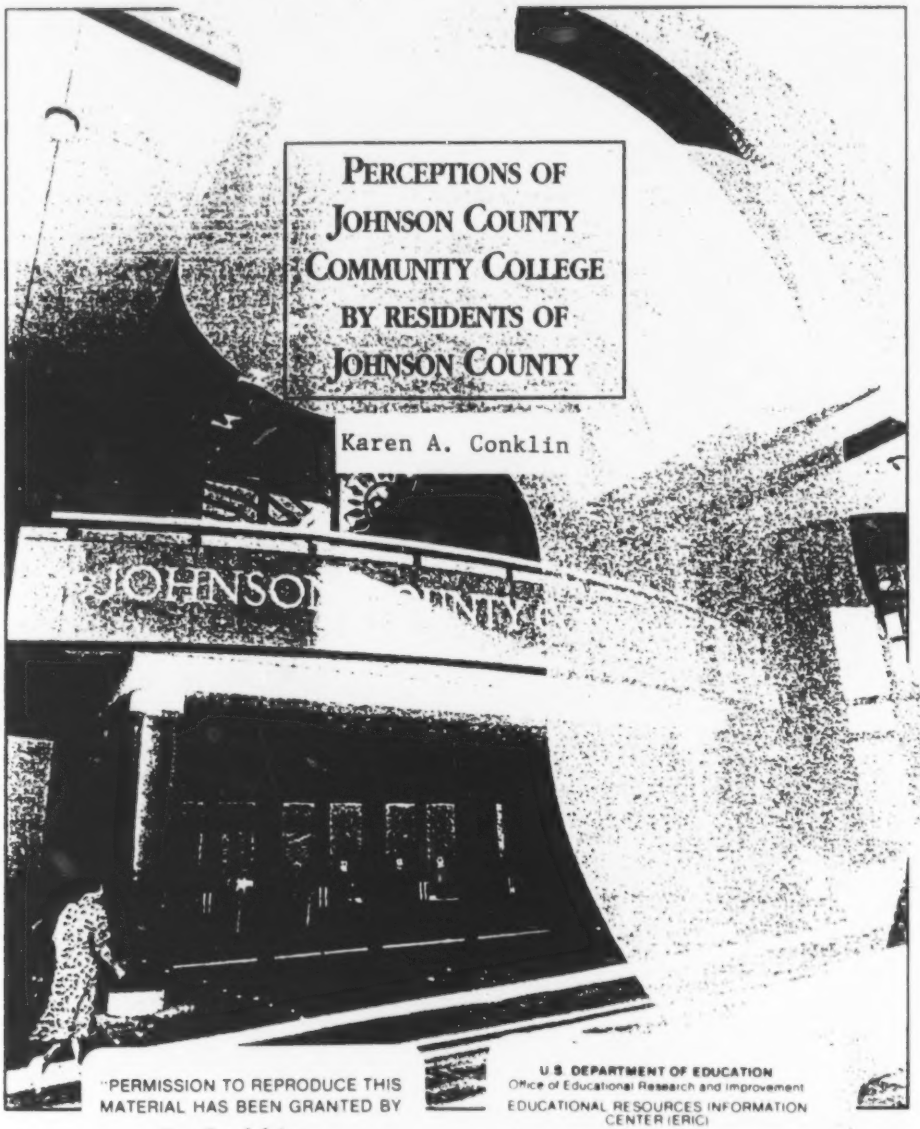

PERCEPTIONS OF JOHNSON COUNTY COMMUNITY COLLEGE BY RESIDENTS OF JOHNSON COUNTY

Karen A. Conklin

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Johnson County Community College
Office of Institutional Research
12345 College Boulevard
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August 1992

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INTRODUCTION

Community Perceptions of JCCC

Every 5 years the Office of Institutional Research at Johnson County Community College surveys a random sample of Johnson County adults to assess their perceptions and opinions of the college. By utilizing results of these studies, the college is able to adjust its mission to meet the dynamic personal and educational needs of its constituency. The first such study was conducted by mail in spring of 1982, and telephone interviews were conducted in spring of 1987 and spring of 1992.

Each of these studies attempted to answer questions about various facets of the college's mission statement--how aware respondents are of what the college does, whether respondents feel the college should be doing each of these things, and how well they feel the college is accomplishing them. Information on the educational interests and achievements of county residents and the best way to communicate with them about the college is also collected.

Methodology

A stratified random sample of 800 Johnson County residents age 18 and over was contacted for the 1992 study. Of those, 524 completed interviews, 137 refused, and 139 said they were not familiar enough with the college to participate in the study, resulting in an adjusted response rate of approximately 79%. Six out of 10 respondents were men, 8 out of 10 were married, and the majority had earned a bachelor's degree or higher. Nearly 9 out of 10 respondents had lived in Johnson County 5 or more years, and nearly one in two had children residing in the household. About half were living in central Johnson County, one in four resided in the south, 14% were in the northeast section, and about 1 in 10 lived in western Johnson County, closely reflecting the geographic distribution of the county population as a whole.

A summary of the major findings of the study follows, and a complete, tabular presentation of the results is provided in Appendix A. Selected verbatim comments reflecting comments about JCCC and suggestions for improving college programs and services are contained in Appendix B. Caution should be exercised when interpreting verbatim comments as each comment reflects the opinion of one respondent only and may not necessarily be indicative of the opinions of the group as a whole.

Questions and comments pertaining to this study should be directed to:

Karen A. Conklin, Ed.S
Market & Survey Research Analyst
Office of Institutional Research
Johnson County Community College
12345 College Boulevard
Overland Park, KS 66210-1299
(913) 469-8500, ext. 3443

JCCC experiences and future educational plans

* The majority of respondents had been on the JCCC campus at least once within the past year, and approximately one in five had been on campus six or more times. Nearly 50% had attended activities, 38% had used JCCC facilities, and 29% had used one or more JCCC services such as the library or career center.

* One in five respondents had previously enrolled in credit classes at JCCC.

* One in three respondents had previously enrolled in noncredit classes at JCCC. Of those, 48% had attended for personal enrichment, 44% had participated in Business and Industry Institute offerings, and 15% had enrolled for continuing professional education.

* One in four respondents planned to enroll in an educational program within the next year. Of those, 7 out of 10 planned to attend JCCC.

Familiarity with JCCC's mission

* Although the majority of respondents were familiar with 9 of the 12 functions detailed in the JCCC mission statement, most did not know that JCCC:

  1) provides educational programs and suggests services to local business and industry to promote economic development,

  2) provides instructional programs, facilities, information services and other support (both on and off campus) to local companies, businesses, individuals, and community groups, or

  3) provides leadership for cooperative efforts among state and local educational institutions.

Importance of various JCCC functions

* Over 75% of respondents considered all 12 functions detailed in the JCCC mission statement important for JCCC to do.

* Nearly 60% of respondents indicated one of the most important functions performed by JCCC was preparing students for transfer.

* Over 55% of respondents indicated one of the most important functions performed by JCCC was preparing students either for new jobs or upgrading job skills for advancement or career change.

* One in five respondents indicated providing noncredit courses for lifetime learning and continuing education needs, providing support services (including basic skills and remediation), and providing programs and services for special needs clientele were among the most important functions JCCC performs.

Satisfaction with JCCC

* Over 92% of respondents would recommend JCCC to friends, and 87% would encourage their own children to attend JCCC.

* Over 90% of respondents agreed that JCCC provides good value to students, charges reasonable tuition and fees, is a source of community pride, and should strive to become recognized as one of the best community colleges nationwide.

* Over 90% of respondents who were aware of the various functions JCCC performs as a part of their educational mission indicated that JCCC did a good job of providing 1) credit courses for general interest and personal development, 2) college-level instruction to prepare students to transfer and earn bachelor's degrees, 3) instruction in occupational/career fields to prepare students for new jobs, and 4) noncredit courses and activities to meet lifelong learning and continuing education needs.

* Nearly 90% of respondents agreed that JCCC provides good value to taxpayers, is conveniently located, and provides adequate programs and services at conveniently scheduled times and locations.

* Over 85% of respondents rated JCCC excellent or good in terms of expectations for institutions of higher education.

* Over 80% of respondents who were aware of the various functions JCCC performs indicated that JCCC did a good job in providing 1) programs, facilities and services to support cultural activities, 2) programs and services for special needs clientele, 3) instruction in career areas to update skills, 4) leadership for cooperative efforts among state and local educational institutions, 5) educational programs and services to local business and industry to promote economic development, and 6) support services, including basic skills and remediation, to assist students to benefit from JCCC's educational programs.

Governance and enrollment issues

* Nine out of 10 respondents indicated JCCC should be controlled by a locally elected Board of Trustees.

* Nearly 70% of respondents agreed that JCCC should acquire an additional site or sites to solve problems of rapid growth, and almost 50% would support acquisition of an additional campus through property tax increases.

* Only 29% of respondents indicated that JCCC should cap or limit enrollment to solve problems of rapid growth.

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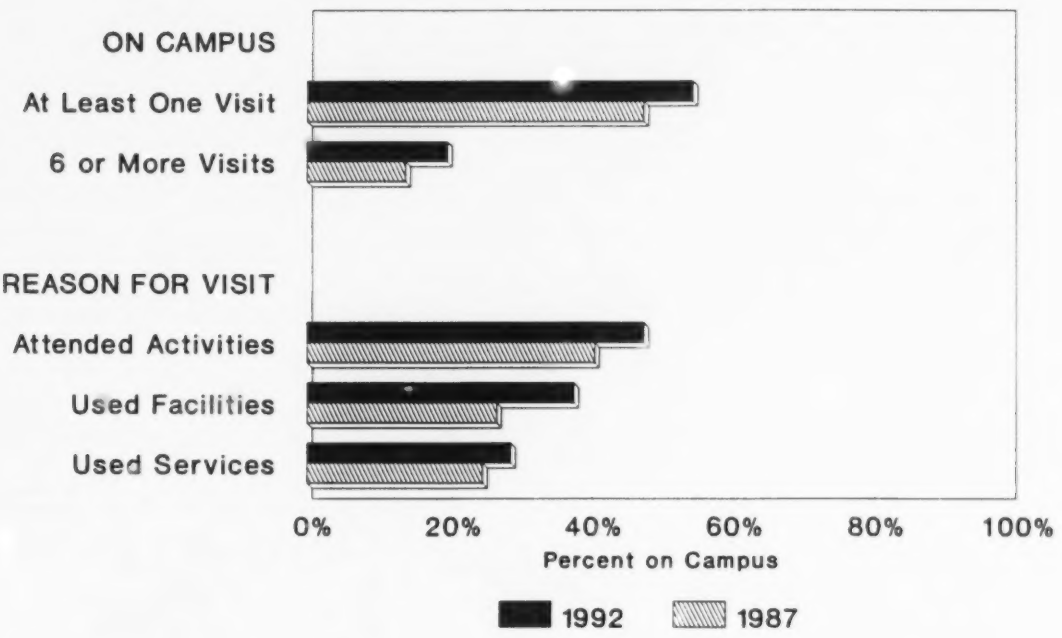
RECENT JCCC EXPERIENCES

What recent experiences have county residents had with JCCC?

More county residents are coming to JCCC to take advantage of the variety of services the college offers, enjoy the facilities, or attend events. Over 55% of 1992 respondents had been on the JCCC campus within the past year, up from 48% in 1987. Nearly one in five had been on campus six or more times in 1992, compared to just 14% who reported being on the JCCC campus that often in 1987.

Attendance at JCCC activities increased from 41% to 48%, use of JCCC facilities increased from 27% to 38%, and use of JCCC services increased from 25% to 29% between 1987 and 1992. These increases may be at least partially attributable to the popularity of events scheduled in the new Cultural Education Center. See Table 5 in Appendix A for details of 1992 results.

Figure 1
Recent JCCC Experiences



Note. Reasons were multiple response items; percentages are not additive.

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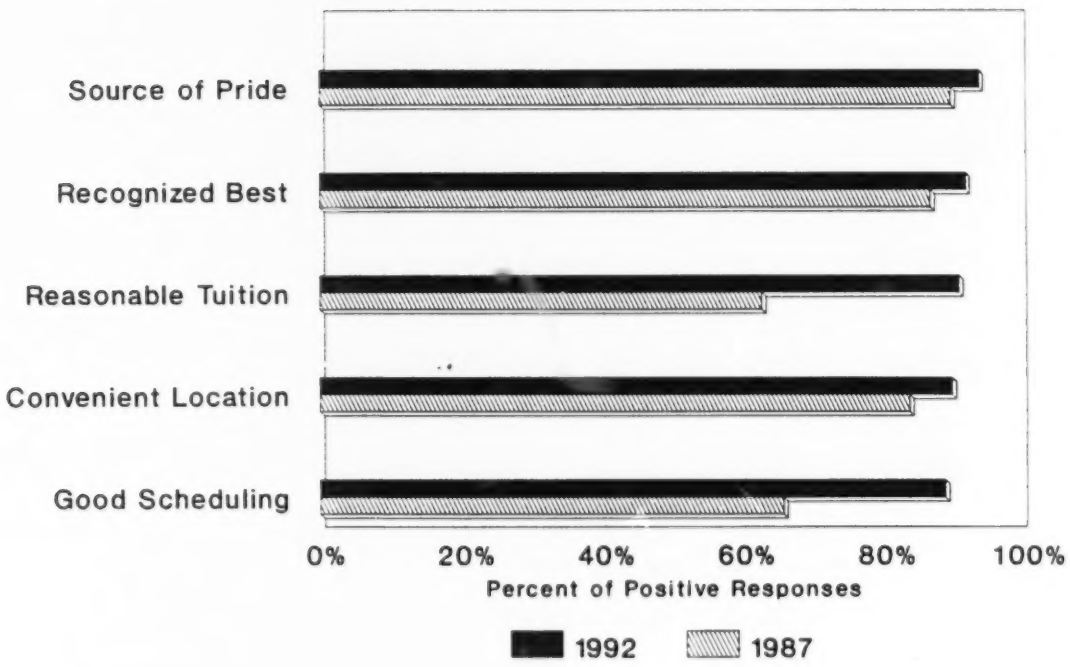
How do county residents perceive JCCC?

Comparisons of 1992 survey results with those obtained in 1987 indicate that JCCC's image has been enhanced over the past 5 years despite a difficult economic climate and numerous problems associated with a 70% increase in enrollment between fall 1986 and fall 1991.

Results are summarized in Figure 2 below. Fully 94% of 1992 respondents agreed that JCCC was a source of community pride (up from 90% in 1987). Furthermore, 92% felt the college should strive to become recognized as one of the best community colleges in the country (up from 87% in 1987). Nearly 90% felt the college was conveniently located (up from 84% in 1987) and 89% felt JCCC provided adequate programs and services at conveniently scheduled times and locations (up from 66% in 1987).

Note that over 91% of 1992 respondents felt JCCC charged reasonable tuition and fees, up from 63% in 1987. See Table 6 in Appendix A for details of 1992 results.

Figure 2
Perceptions of JCCC



AWARENESS OF JCCC'S MISSION

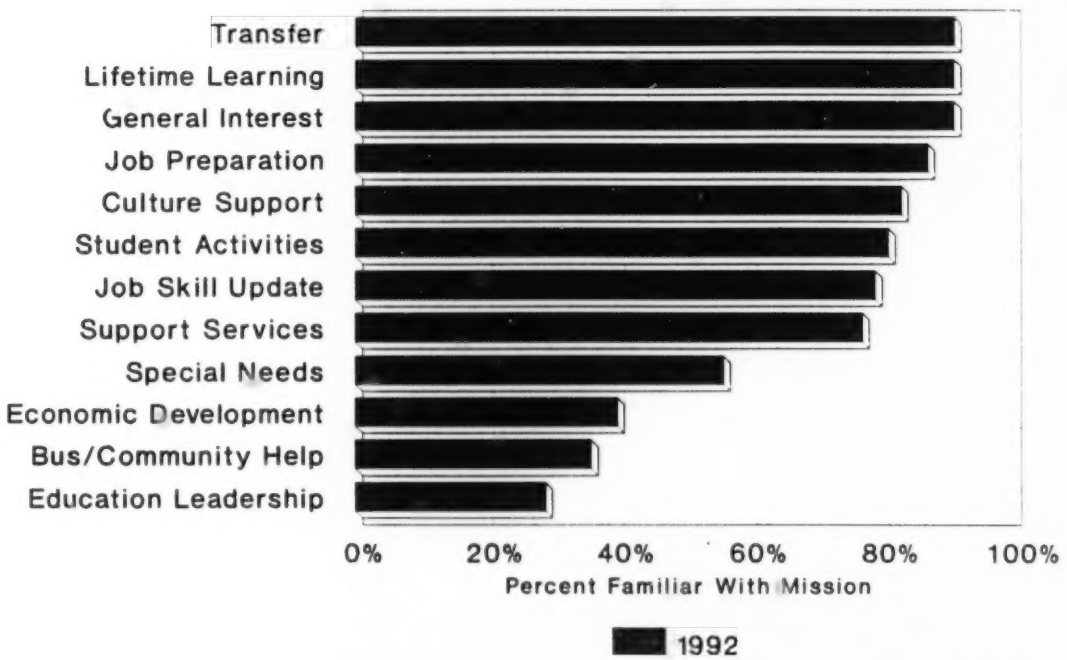
How aware are county residents of everything JCCC does?

JCCC's 12-point mission statement reflects the college's dedication to meeting a variety of needs within the community. One of the primary purposes of conducting periodic community perception surveys is to determine how aware county residents are of each of the 12 functions performed by JCCC.

Results are summarized in Figure 3 below. Over 90% of respondents were aware that JCCC prepares students for transfer and offers both credit and noncredit courses of personal interest to meet lifelong learning and continuing education needs. Approximately 8 out of 10 respondents also knew that JCCC provides instruction to prepare students for new jobs or to update their current job skills, supports cultural activities, and sponsors student activities. The majority of respondents also were aware of JCCC's function in providing support services, including programs and services for special needs clientele.

However, less than 40% of respondents were aware that JCCC works to promote economic development, offers support to businesses as well as community groups or individuals, and provides leadership for cooperative efforts among state and local educational institutions. See Table 7 in Appendix A for details of results.

Figure 3
Awareness of JCCC's Mission



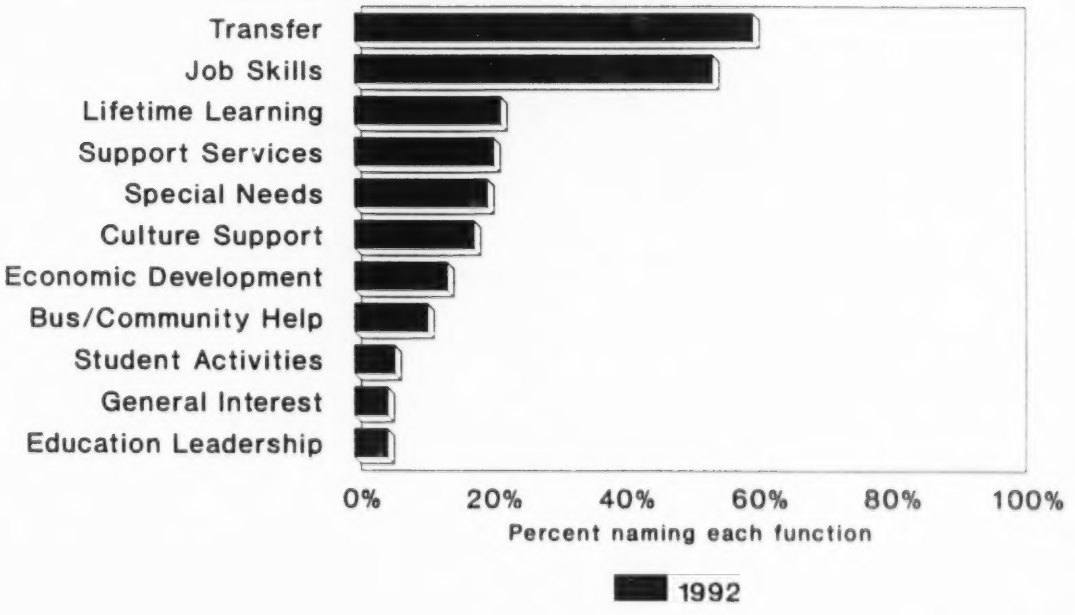
IMPORTANCE OF JCCC FUNCTIONS

Of all of the functions JCCC performs, which do county residents feel are the most important?

The vast majority of respondents indicated all of the 12 functions detailed in the mission statement were important for JCCC to perform (See Table 8 in Appendix A). However, some functions were obviously considered more important than others. Thus, each respondent was asked to name the three most important functions JCCC performs.

As Figure 4 indicates, preparing students for transfer or jobs was considered of utmost importance by the majority of respondents. Nearly 60% of respondents named the transfer function, and 54% felt preparing students for new jobs or updating their current job skills were among the most important functions JCCC performs. Approximately one in five respondents also indicated providing support services, offerings for special needs populations, and cultural activities were among the most important functions performed by the college. See Table 9 in Appendix A for details of results.

Figure 4
Most Important Functions



Note. Each respondent named up to 3 functions considered most important for JCCC to perform.

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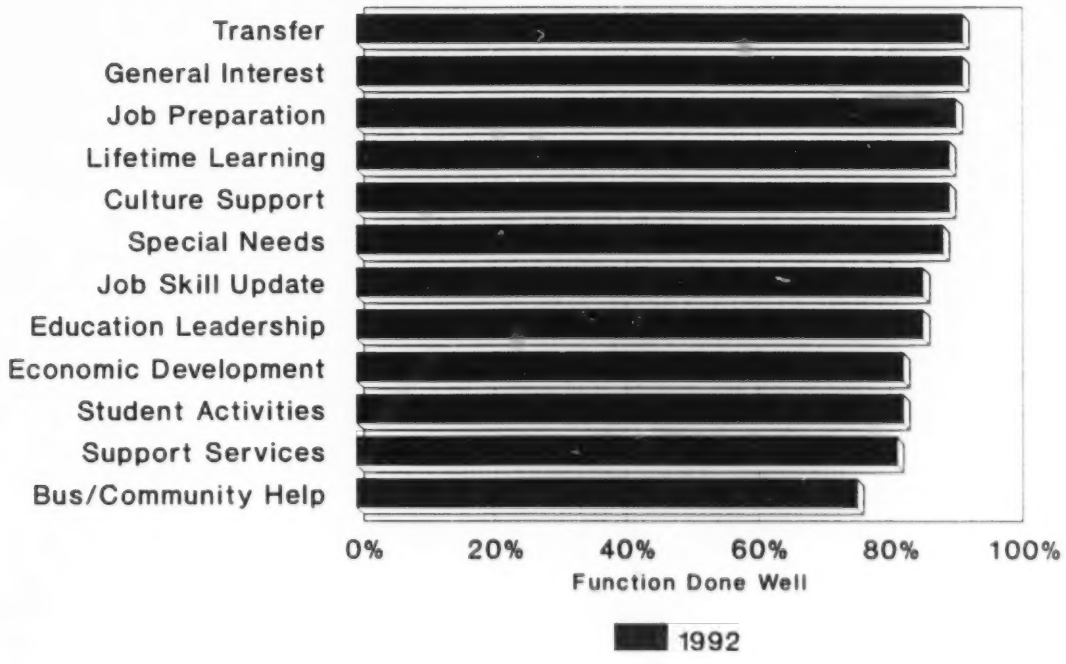
EVALUATION OF JCCC FUNCTIONS

How well do county residents who are aware of JCCC's role in performing each of the 12 facets of the mission statement think JCCC does in accomplishing these functions?

A primary purpose of conducting a community perception survey every 5 years is to determine how successful county residents feel JCCC has been in accomplishing each of the 12 functions detailed in the mission statement. Results are summarized in Figure 5 below.

It was gratifying to note that the vast majority of respondents who were aware of JCCC's role in performing each of the 12 facets of the mission statement felt JCCC had done well in accomplishing them. In fact, less than 5% of those respondents indicated JCCC had not done well on any function. See Table 10 in Appendix A for details of results.

Figure 5
Evaluation of Functions



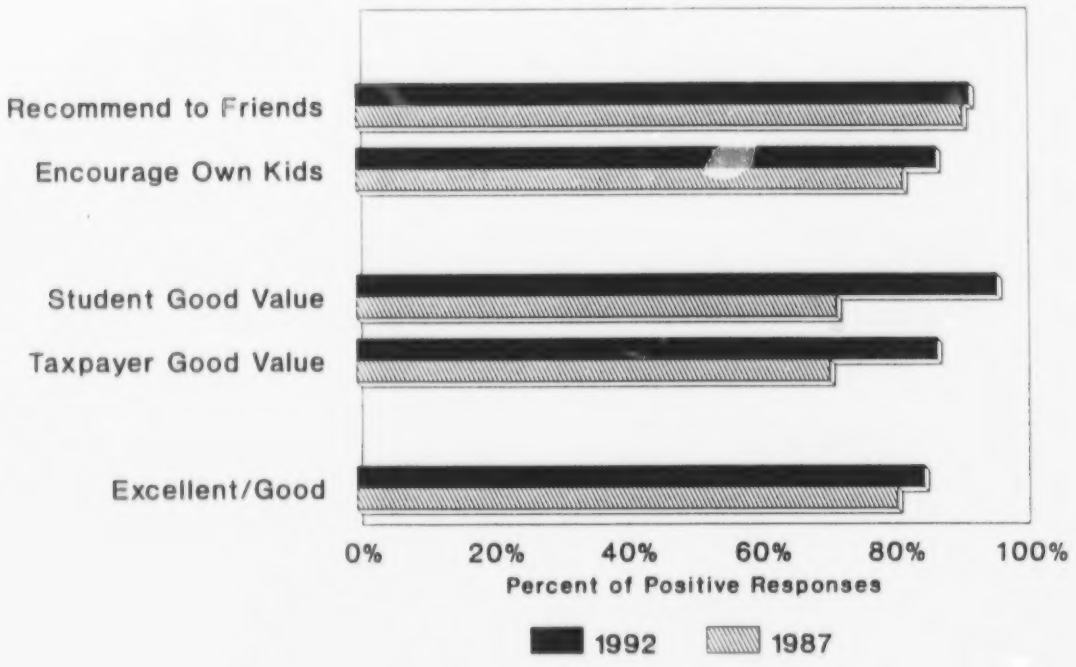
MEASURES OF SATISFACTION

How satisfied were county residents with JCCC overall?

Respondents continued to express satisfaction with JCCC in a variety of ways, including being willing to recommend JCCC to friends (92% in 1992 and 91% in 1987), and encouraging their own children to attend JCCC (87% in 1992 and 82% in 1987). Results are summarized in Figure 6 below.

The overwhelming majority of 1992 respondents felt JCCC provided good value to students (96% vs. 72% in 1987) and to the taxpayers (87% vs. 71% in 1987). Furthermore, over 85% of respondents rated JCCC "excellent" or "good" in terms of expectations for institutions of higher education in 1992, up from 81% in 1987. See Table 11 in Appendix A for details of 1992 results.

Figure 6
Measures of Satisfaction



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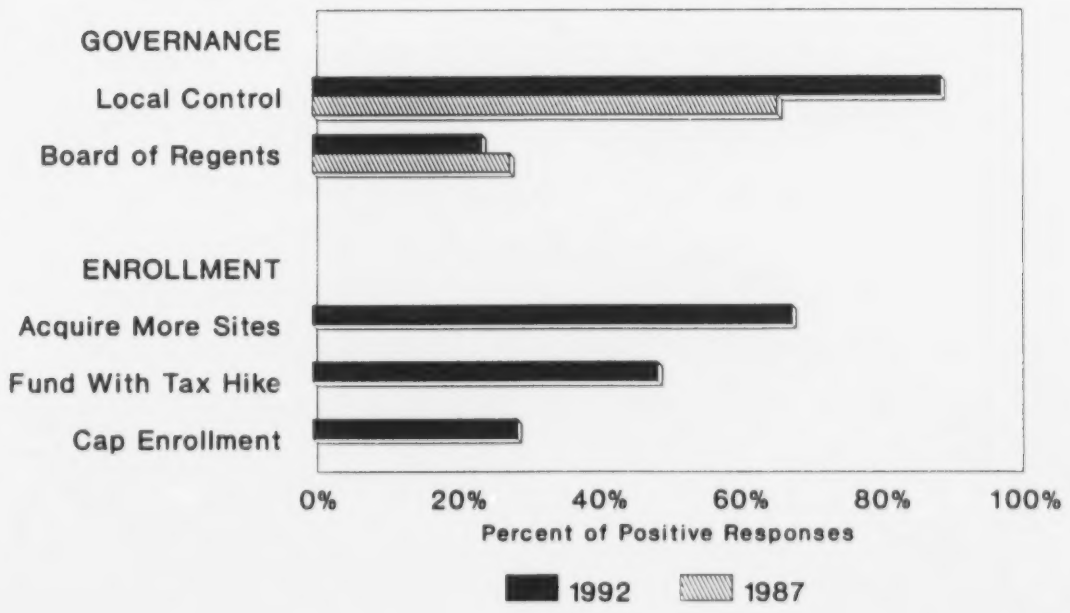
GOVERNANCE AND ENROLLMENT ISSUES

Should JCCC be locally controlled or governed by the State Board of Regents? How should the college deal with continued growth in enrollments?

For the last few years the Kansas legislature has addressed the question of whether community colleges should be placed under the State Board of Regents or remain under the direction of the Kansas State Board of Education with control of each district or institution remaining in the hands of locally elected boards. Both the 1987 and the 1992 community perception surveys addressed this issue to ascertain county residents' preference for JCCC governance. As Figure 7 indicates, respondents remained strongly supportive of maintaining local control.

JCCC has enjoyed strong and nearly continuous growth in enrollments from fall 1969 when the college served 1,353 students to spring 1992 when 15,710 students were enrolled in credit classes. Several options for dealing with escalating enrollments have been proposed, but thus far no ideal solution has been found. Nearly 70% of 1992 respondents agreed that JCCC should acquire an additional site or sites to solve problems of rapid growth, and 49% indicated they would support such an acquisition through a property tax increase. A majority of respondents did not view capping enrollments as an acceptable solution. See Table 6 in Appendix A for details of results.

Figure 7
Governance and Enrollment Issues



Note. Two separate questions were used to measure governance preference. Thus, percentages are not additive.

APPENDIX A

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Table 1

PROFILE OF RESPONDENTS

	Number of Responses	Percent
Sex		
Male	318	60.8%
Female	180	34.4
Unknown	25	4.8
Age		
20-29	9	1.7%
30-39	58	11.1
40-49	176	33.7
50-59	119	22.8
60 and over	139	26.6
Unknown	22	4.1
Marital Status		
Currently married	416	79.5%
Single now, but previously married	66	12.6
Never married	19	3.6
Unknown	22	4.3
Highest Level of Education Achieved		
Some high school	6	1.1%
High school diploma or GED	62	11.9
Some college	127	24.3
Associate's degree	19	3.6
Bachelor's degree	147	28.1
Graduate degree	135	25.8
Other/unknown	27	5.2

Table 2

HOUSEHOLD CHARACTERISTICS

	Number of Responses	Percent
Area of Residence		
Central Johnson County	257	49.1%
Southern Johnson County	131	25.0
Northeast Johnson County	71	13.6
Western Johnson County	41	7.8
Unknown	23	4.5
Length of Time in Johnson County		
One to two years	24	4.6%
Three to four years	25	4.8
Five or more years	450	86.0
Unknown	24	4.6
Number in Household		
Unknown or live alone	84	16.1%
Two	194	37.1
Three	86	16.4
Four	107	20.5
Five	33	6.3
Six	13	2.5
Seven or more	6	1.1
Ages of Other Household Members[1]		
0- 9	161	17.4%
10-19	256	27.6
20-29	95	10.3
30-39	90	9.7
40-49	144	15.6
50-59	87	9.4
60 and older	93	10.0

Note. [1] Multiple response item; numbers are not additive.

Table 3

EDUCATIONAL PROFILE

	Number of Responses	Percent
Currently Enrolled		
Yes	52	9.9%
No	450	86.0
Unknown	21	4.0
Where		
Johnson County Community College	14	26.9%
University of Kansas	5	9.6
University of Missouri, Kansas City	3	5.8
Kansas City Kansas Community College	1	1.9
Mid-America Nazarene College	1	1.9
Avila College	1	1.9
Midwest Baptist Seminary	1	1.9
Rockhurst College	1	1.9
Other/unknown	25	48.2
Plan to Enroll Within Next Year		
Yes	128	24.5%
No	284	54.3
Undecided	89	17.0
Unknown	22	4.2
Where		
Johnson County Community College	87	68.0%
University of Missouri, Kansas City	10	7.8
The University of Kansas	6	4.7
Kansas State University	2	1.6
Ottawa University	2	1.6
Mid-America Nazarene College	1	0.8
Wichita State University	1	0.8
Avila College	1	0.8
Rockhurst College	1	0.8
Out-of-state colleges/universities	1	0.8
Other/unknown	16	12.3
When: Summer 1992	31	24.2%
Fall 1992	79	61.7
Spring 1993	13	10.2
Other/unknown	5	3.9

Table 4

JCCC EDUCATIONAL EXPERIENCES

	Number of Responses	Percent
Previously Enrolled in JCCC Credit Classes		
Yes	104	19.9%
No	418	79.9
Unknown	1	0.2
Credit Hours Completed at JCCC		
Freshman status (1-25 credit hours)	62	59.6%
Sophomore status (26-64 credit hours)	18	17.3
Special status (over 64 credit hours)	8	7.7
Unknown	16	15.4
Year Last Enrolled at JCCC		
Prior to 1985	50	48.1%
1986-87	3	2.9
1988-89	15	14.4
1990-91	17	16.3
1992	15	14.4
Unknown	4	3.9
Previously Enrolled in JCCC Noncredit Classes		
Yes	177	33.8%
No	342	65.4
Unknown	4	0.8
Types of JCCC Noncredit[1] Classes Completed		
Personal enrichment	88	47.8%
Continuing professional education	28	15.2
Business and Industry Institute offerings	81	44.0
Other	9	4.9

Note. [1] Multiple response item; numbers and percentages are not additive.

Table 5

JCCC EXPERIENCES WITHIN PAST YEAR

	Number of Responses	Percent
Used JCCC Services[1]		
Library	113	21.9%
Career Center	42	8.1
Testing and Assessment Center	29	5.6
Counseling Center	17	3.3
Small Business Development Center	12	2.3
Dental Hygiene Clinic	7	1.4
Gallaudet Regional Center	1	0.2
Other/unknown	10	1.9
Total Who Used JCCC Services	151	28.9%
Used JCCC Facilities[1]		
Athletic/recreational facilities	77	14.8%
Meeting rooms or theater	64	12.3
Theaters or Gallery of Art	64	12.3
Banquet facilities	47	9.0
Other/unknown	6	1.2
Total Who Used JCCC Facilities	200	38.2%
Attended JCCC Activities[1]		
Cultural events	151	28.9%
Exhibits	83	15.9
Athletic events	68	13.0
Movies	53	10.2
Brown and Gold Club events	37	7.1
Community service events	14	2.7
Other/unknown	4	0.8
Total Who Attended Activities	251	48.0%
Number of Times on JCCC Campus Within the Past Year		
None	235	44.9%
1 to 5	188	35.9
6 to 10	49	9.4
11 to 15	16	3.1
16 to 20	7	1.3
Over 20	28	5.4

Note. [1] Multiple response items; numbers and percentages are not additive.

Table 6

PERCEPTIONS OF JCCC

	Number of Responses	Agree	Neutral	Disagree
Provides good value to students	387	95.6%	3.9%	0.5%
Is source of community pride	497	93.6	6.0	0.4
Should strive to become recognized as one of best community colleges nationwide	494	91.7	5.9	2.4
Charges reasonable tuition and fees	334	91.3	6.3	2.4
Should be controlled by a locally elected Board of Trustees	488	88.9	8.6	2.5
Is conveniently located	502	89.6	5.6	4.8
Provides adequate programs and services at conveniently scheduled times and locations	367	88.6	9.2	2.2
Provides good value to taxpayers	403	86.6	9.9	3.5
Should emphasize meeting needs of county residents over needs of others	496	82.3	10.8	6.9
Should be governed by State Board of Regents	452	24.3	13.8	61.9
Suggestions for Dealing With Enrollment Growth				
Should acquire additional site(s) to solve problems of rapid growth	488	68.0%	14.4%	17.6%
Would support acquisition of an additional campus through a property tax increase	491	49.3	17.7	33.0
Should cap or limit enrollment to solve problems of rapid growth	485	29.1	16.3	54.6

Note. Data were collected utilizing a 5-point scale ranging from strongly agree to strongly disagree. Thus, the "agree" column includes "strongly agree" and "somewhat agree" responses combined, and the "disagree" column includes "somewhat disagree" and "strongly disagree" responses combined. Results detail responses to this question only, excluding unknowns.

Table 7

AWARENESS OF JCCC FUNCTIONS AND MISSIONS

	Number of Responses	Aware	Unaware
Provides college-level instruction to prepare students to transfer and earn bachelor's degrees	519	91.3%	8.7%
Provides noncredit courses and activities to meet lifelong learning and continuing education needs	518	91.3	8.7
Provides credit courses for general interest and personal development	518	91.1	8.9
Provides instruction in occupational/career fields to prepare students for new jobs	521	86.9	13.1
Provides programs, facilities and services to support cultural activities	511	83.4	16.6
Sponsors student activities to complement the educational program	512	81.1	18.9
Provides instruction in career areas to update skills, advance in present jobs, or retrain for new careers	520	78.7	21.3
Provides support services, including basic skills and remediation	515	77.1	22.9
Provides programs and services for special needs clientele such as the handicapped, gifted, non-high school graduates, and current high school students	515	56.1	43.9
Provides educational programs and suggests services to local business and industry to promote economic development	515	39.6	60.4
Provides instructional programs, facilities, information services,and other support, both on and off campus, to local companies, businesses, individuals, and community groups	511	36.2	63.8
Provides leadership for cooperative efforts among state and local educational institutions	510	29.2	70.8

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Table 8

PERCEIVED IMPORTANCE OF JCCC FUNCTIONS AND MISSIONS

	Number of Responses	Important	Neutral	Unimportant
Provides college-level instruction to prepare students to transfer and earn bachelor's degrees	507	99.0%	1.0%	0.0%
Provides support services, including basic skills and remediation	505	97.4	2.2	0.4
Provides instruction in career areas to update skills, advance in present jobs, or retrain for new careers	515	95.5	4.1	0.4
Provides instruction in occupational/career fields to prepare students for new jobs	508	94.7	4.3	1.0
Provides programs and services for special needs clientele such as the handicapped, gifted, non-high school graduates, and current high school students	505	93.7	5.1	1.2
Provides credit courses for general interest and personal development	513	91.2	7.6	1.2
Provides noncredit courses and activities to meet lifelong learning and continuing education needs	511	87.1	10.9	2.0
Provides educational programs and suggests services to local business and industry to promote economic development	482	82.0	14.9	3.1
Provides programs, facilities and services to support cultural activities	497	81.7	13.7	4.6
Provides leadership for cooperative efforts among state and local educational institutions	438	80.1	16.7	3.2
Sponsors student activities to complement the academic program	501	79.8	17.4	2.8
Provides instructional programs, facilities, information services, and other support, both on and off campus, to local companies, businesses, individuals, and community groups	465	75.1	20.2	4.7

Note. Data were collected utilizing a 5-point scale ranging from very important to not at all important. Thus, the "important" column includes "very important" and "somewhat important" responses combined, and the "unimportant" column includes "not very important" and "not at all important" responses combined. Results detail responses to this question only, excluding unknowns.

Table 9

MOST IMPORTANT FUNCTIONS JCCC PERFORMS

	Number of Responses	Percent
Prepares students for transfer	313	59.8%
Prepares students for new jobs	204	39.0
Provides noncredit courses for lifetime learning and continuing education needs	115	22.0
Provides support services, including basic skills and remediation	110	21.0
Provides programs and services for special needs clientele (handicapped, non-high school graduates, etc.)	104	19.9
Provides support for cultural activities	95	18.2
Provides instruction to update skills to advance in present job or retrain for new career	80	15.3
Provides programs and services for local business and industry to promote economic development	73	14.0
Provides instructional programs, facilities, information services, and other support, both on and off campus, to local companies, businesses, individuals, and community groups	57	10.9
Sponsors student activities	33	6.3
Provides credit courses for general interest	28	5.4
Provides leadership for state and local cooperative educational efforts	24	4.6
All are important/unknown	32	6.1

Note. Respondents were asked to name up to three most important functions JCCC performs. Thus, numbers and percentages are not additive.

Table 10

EVALUATION OF PERFORMANCE OF JCCC FUNCTIONS AND MISSIONS

	Number of Responses	Done Well	Neutral	Not Done Well
Provides credit courses for general interest and personal development	248	92.3%	7.3%	0.4%
Provides college-level instruction to prepare students to transfer and earn bachelor's degrees	258	92.2	5.1	2.7
Provides instruction in occupational/career fields to prepare students for new jobs	174	90.8	8.6	0.6
Provides noncredit courses and activities to meet lifelong learning and continuing education needs	253	90.1	9.1	0.8
Provides programs, facilities and services to support cultural activities	236	89.8	9.4	0.8
Provides programs and services for special needs clientele such as the handicapped, gifted, non-high school graduates, and current high school students	132	88.6	10.6	0.8
Provides instruction in career areas to update skills, advance in present jobs, or retrain for new careers	166	86.1	12.1	1.8
Provides leadership for cooperative efforts among state and local educational institutions	72	86.1	11.1	2.8
Sponsors student activities to complement the academic program	178	83.1	14.1	2.8
Provides educational programs and suggests services to local business and industry to promote economic development	104	82.7	13.5	3.8
Provides support services, including basic skills and remediation	167	82.0	13.8	4.2
Provides instructional programs, facilities, information services, and other support, both on and off campus, to local companies, businesses, individuals, and community groups	96	76.0	20.8	3.2

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Table 11

SATISFACTION WITH JCCC

	Number of Responses	Percent
Rating of JCCC in terms of expectations for institutions of higher education		
Excellent	204	39.0%
Good	242	46.3
Average	31	5.9
Fair	1	0.2
Poor	0	0.0
Unknown	45	8.6
Would recommend JCCC to friends		
Yes	483	92.4%
Undecided	13	2.5
No	6	1.1
Unknown	21	4.0
Would encourage own children to attend JCCC		
Yes	456	87.2%
Undecided	23	4.4
No	20	3.8
Unknown	24	4.6

Table 12

HOW INFORMATION ABOUT JCCC IS RECEIVED

	Number of Responses	Percent
Direct Mail		
Yes	468	89.5%
No	34	6.5
Unknown	21	4.0
Newspapers		
Yes	363	69.4%
No	139	26.6
Unknown	21	4.0
Which Newspapers[1]		
Kansas City Star	202	63.1%
Sun Newspapers	12	41.2
Olathe Daily News	48	10.3
College Blvd. News	6	1.9
Johnson County Gazette	4	1.3
Shawnee Journal-Herald	4	1.3
Kansas City Business Journal	2	0.6
Lenexa News	2	0.6
The Squire	2	0.6
95th Street News	2	0.6
Blue Valley Gazette	1	0.3
New Era	1	0.3
Television		
Yes	136	26.0%
No	366	70.0
Unknown	21	4.0
Which TV Stations[1]		
CABLE 3A	17	36.2%
KCPT 19	7	14.9
KMBC 9	6	12.8
WDAF 4	5	10.6
CABLE 10A	4	8.5
KSHB 41	3	6.4
KCTV 5	3	6.4
KQTV 2	3	6.4
WIBW 13	2	4.3
CABLE 41B	1	2.1

Note. [1] Multiple response item; numbers and percentages are not additive.

Table 12 (Continued)

HOW INFORMATION ABOUT JCCC IS RECEIVED

	Number of Responses	Percent
Radio		
Yes	158	30.2%
No	344	65.8
Unknown	21	4.0
Which Radio Stations[1]		
KCUR 89.3	12	24.0%
KMBZ 980	10	20.0
KCMO 810	5	10.0
KXTR 96.5	5	10.0
KMXV 93.3	4	8.0
WDAF 610	4	8.0
KCFX 101.1	3	6.0
KFKF 94.1	3	6.0
KUDL 98.1	3	6.0
KANU 91.5	2	4.0
KBEQ 104.3	1	2.0
KCMO 94.9	1	2.0
KJLA 1190	1	2.0
KLTH 99.7	1	2.0
KPRS 103.3	1	2.0
KYYS 102.1	1	2.0
KQRC 98.9	1	2.0
Materials Distributed at Common Sites		
Yes	118	22.6%
No	379	72.5
Unknown	26	4.9
Most Effective Method of Conveying Information About JCCC		
Direct mail	394	75.3%
Newspapers	65	12.4
Television	11	2.1
Radio	7	1.3
Materials at a common site	4	0.8
Other/unknown	42	8.1

Note. [1] Multiple response item; numbers and percentages are not additive.

APPENDIX B: SELECTED VERBATIM COMMENTS

Is there anything else you would like to tell us which might help to improve the programs and services offered by JCCC?

Not enough attention is paid to the younger, first-time student in counseling him/her about what courses to take. Also, I don't like the way students can drop classes without getting any guidance from the instructor or counseling office, just dropping because they may be getting a C.

Great internship program. I have one working for me right now from the merchandising marketing program. I'm very impressed with the training of this intern.

Improve the cultural events--less contemporary and more traditional in the art and music exhibits.

Not charging enough tuition--increase tuition rather than tax people--need to charge non-Johnson County students more. The school needs to be more self-sufficient. Students get a valuable education there and would accept higher tuition costs. Cultural events should charge enough to cover costs and not be subsidized by school or county residents.

Fix the parking--Maybe build a remote lot across the street and offer shuttle service back and forth--Parking discourages people from going there.

It seems like JCCC does so much more than is needed.

It's a real asset to the community, and I support it.

I would like to see improvements in the English as a second language (ESL) program.

Utilize using the school districts instead of purchasing new land.

Continue the nontraditional classes. More focus on the issues facing the 55-plus, such as short seminars, and work with organizations such as AARP and other senior groups for these seminars. More focus on issues facing the children of aging parents.

Make things more accessible for people who work, e.g., open the writing center on Saturdays.

Beautiful campus; I'm always impressed every time I drive by.

I was glad to see business included on the campus and getting them involved in the college.

Note: Verbatim comments transcribed as received; edited for clarity as necessary.

APPENDIX B: SELECTED VERBATIM COMMENTS

It's okay to try to be recognized as the best if you have more than met the needs of the community. I would like to see what the cost per student is as compared to other community colleges!

Is there anything else you would like to tell us which might help to improve the programs and services offered by JCCC?

I would like to see day classes and transportation available for the handicapped/disabled. They are limited in getting to events because of the times the programs are available--mostly evenings.

Allow senior citizens to take credit courses and receive credit at a reasonable cost to them, not just to monitor these courses. If you are going to have satellite schools, locate them for access to more populated sections of Johnson County, not at the south end of Olathe. Academic training should be provided by JCCC, but leave the vocational training to the special high schools.

I think it is a great school. I work with dislocated workers, and JCCC has one of the best programs for retraining these workers.

Classes get filled early, and enrollment in specific interest classes--personal computers, for example--fill up quickly. Offer more sections.

The college should be conservative in spending taxpayers' money and live within their means.

It would be nice to get JCCC involved in educating young inmates at the county jail.

Keep up the good work. I understand JCCC is one of the best community colleges in the nation, and I think they should strive to keep it that way.

Foreign instructors are too hard to understand. They do not speak clearly and you cannot understand them.

Don't forget you are here to serve the people of Johnson County to provide the tools for students to learn the skills to make Johnson County a viable work area. They should set the climate so other businesses will want to move to this area.

Offer more degree programs like Emporia's 2+2 program.

Some things should be publicized more, like the Chef's program.

Note: Verbatim comments transcribed as received; edited for clarity as necessary.

APPENDIX B: SELECTED VERBATIM COMMENTS

If it's necessary to provide additional campus sites, don't build new ones. Use the vacant schools and vacant business locations. Our taxes are too much to bear now.

The college has an incredible program and service to the community. It's a serious learning institution. Keep a strong vocational program, it's sorely needed by business and industry. Use alternate campus sites only if the high quality education can be maintained. I'm afraid it may be diluted.

Is there anything else you would like to tell us which might help to improve the programs and services offered by JCCC?

I believe strongly in a good education for everyone. I don't mind paying my share of taxes if it's for a good education. I'd like to see JCCC become a four-year college.

I'd like to see you expand on sports activities. Also, work on expanding the library.

I feel the buy-back on books and resale of used books is out of line. They are making a large profit on buy-backs, and where does this money go? The student only gets half of the price he paid for his books.

The college was built on the idea that it would provide education to students who were not ready to go on right away to a four-year school. I'm not sure that is what they are doing now. It's almost like a four-year school and no longer a junior college. They need to get back to the original idea, the one they sold the building of this school on.

The college does a great job for the community. It's a good place to provide a togetherness for the community. I like the cultural events. You do a good job.

Provide good maps to find your way around.

You basically have good instructors, but part-time instructors may not always be too great. JCCC is important to Johnson County and I want to make it grow. Do not sacrifice the basics for the other little sidelines like cultural events, athletics, etc.

I would like to see more about the qualifications of those elected to the Board of Trustees. I would like a little more accountability in how funds are spent by the trustees. I would maybe favor an increase in taxes, but would want to know how the funds have been spent and will be spent in the future.

Note: Verbatim comments transcribed as received; edited for clarity as necessary.

APPENDIX B: SELECTED VERBATIM COMMENTS

Don't let Finney get her hands on the college. Keep the Board of Regents out.

Keep better control on the tax dollars spending. I can drive through the campus and find more Missouri licenses there than Kansas.

Thank you for the art education for my son. He now works for a major Hollywood studio and enjoys an excellent salary.

Advertise the cultural events a little better. I seem to hear about them after the event. Expose yourselves a little more on TV and radio to inform people more on what you have available. I think it is taken for granted the public knows more than it does.

Is there anything else you would like to tell us which might help to improve the programs and services offered by JCCC?

I would like to see more foreign languages made available to evening classes.

I'm a strong supporter of the school, and in no position to tell them how to run things when they seem to be doing such a good job. I don't mind supporting an education for anyone who wants to learn.

My wife and I are taking computer classes at JCCC, but find it difficult to access the computers as the day students are monopolizing them. Can something be done to allow evening students a fair chance to use the computers?

I'd like to see a better variety of classes offered in the evening, or more classes. Take a survey of evening students and see what they need to complete their degrees.

Johnson County Community College
Office of Institutional Research
12345 College Blvd.
Overland Park, KS 66210-1299

Note: Verbatim comments transcribed as received; edited for clarity as necessary.